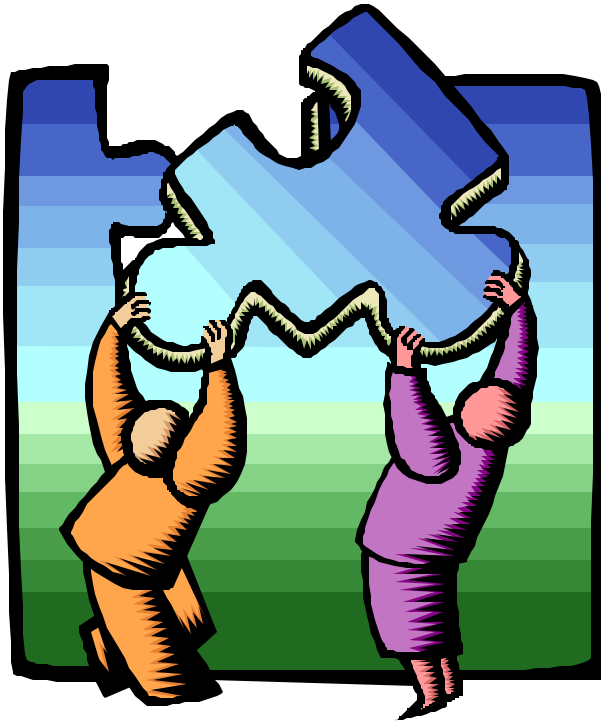


APPLICATION ACTIVITY: THE REGION

1-X



Job Performance
Situation 1:
Orienting New
Staff

HEAD START
MOVING AHEAD
COMPETENCY-BASED TRAINING PROGRAM



Developed under delivery order number 105-97-2043, the Head Start Bureau, Administration for Children and Families, U.S. Department of Health and Human Services. Revised in 2000 by the American Institutes for Research under contract number 105-94-2020

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REFERENCE

This activity addresses skill competencies in *staff development and training* and *individual development*. Participants will increase their skill competencies in these areas and apply them to a Head Start job performance situation. They will consider how the lessons learned can be applied to other Head Start work situations.

Related skill activities include 1–C, Staff Development and Training: New Staff Orientations; 1–D, Staff Development and Training: Leading a Guided Discussion; 1–E, Individual Development: Giving Feedback; and 1–F, Individual Development: Developing Learning Plans.

Application Activity: The Region

Outcomes. Participants who complete this activity will practice some of the following skills:

- understand the role and benefits of new staff orientation
- apply a three-step process to the orientation of new Head Start staff
- design an initial orientation session for a new employee
- assess the effectiveness of new staff orientation efforts
- identify opportunities to use guided discussion as an appropriate staff-development strategy
- develop discussion questions that are based on learning objectives
- select a discussion stimulus
- use questions, call patterns, body language, and visual aids to manage a discussion
- use a three-step process to respond to incorrect answers
- help participants develop action steps to integrate what they learned into their work
- identify four types of skills and knowledge needed for a specific job
- assist staff in assessing their own training needs through a questionnaire and an interview
- gather information on Head Start staff-development resources
- conduct a staff-development interview
- develop an individualized learning plan that contains goals, learning strategies, and action steps
- identify ways to build an organizational culture that supports staff development
- understand the basic principles and guidelines for giving feedback
- determine when feedback is needed
- match the type of feedback to the needs of new staff
- elicit feedback from new staff about their orientation experience

Recommended Group Size. Three to 15 participants, with at least one representative from each of these skill groups: 1–C, Staff Development and Training: New Staff Orientations; 1–D, Staff Development and Training: Leading a Guided Discussion; 1–E, Individual Development: Giving Feedback; and 1–F, Individual Development: Developing Learning Plans.

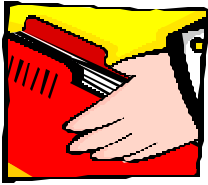
Materials. Head Start Program Performance Standards

Components

This activity can be done in an informal group, or in a formal workshop. We have provided suggested times, but participants and facilitators may wish to adjust these to their own timetables.

Step 1. Handout: The Region (Scene 1)	5 min.
Step 2. Worksheet: Case Analysis	20 min.
Step 3. Worksheet: Defining Training Priorities	30 min.
Step 4. Handout: The Region (Scene 2)	5 min.
Step 5. Worksheet: Giving Feedback Handout: Feedback Observation Form	40 min.
Step 6. Planning a Guided Discussion	30 min.
Step 7. Post-Assessment	15 min.
Suggested total time	2 hrs. 30 min.

This activity contains 21 pages.



STEP 1. HANDOUT: THE REGION (SCENE 1)

Suggested time: 5 min.

Read Scene 1, then go on to the Step 2 Worksheet.

Hector is an ACF program and budget specialist who has worked in Head Start for many years. Recently, three ACF specialists transferred into the Head Start program from other areas within the agency. The transferees are experienced in grants management and other aspects of their new job but lack a grounding in Head Start philosophy, history, and values. Hector has been designated as their mentor.

“I’m really glad to have this chance to be involved with Head Start,” says Doug, one of the new specialists. “The whole field of early childhood really interests me, you know.” Hector does know. Doug and his second wife have a child who is just turning three, and Doug loses no opportunity to share snapshots of Elana or relate stories about her growth and development.

“It’s great for us that you’re interested, too,” Hector replies. “Though besides focusing on child development, it’s the Head Start emphasis on a comprehensive approach that includes the family that sets the program apart.”

“Sure, I get that,” Doug answers. Hector isn’t sure that Doug gets it. “These are such crucial years for children,” Doug continues. “Their minds soak up everything! Elana is in this preschool program, and the children there are starting to work with letters and sounds. Most of our Head Start children are just as smart, I bet you. Goals 2000 wants all children ready to go to school to learn. I think we’ve got the foundation in Head Start for building a pretty nice language arts program. Wouldn’t that be a contribution—if we could grow a model in our region that has all Head Start children entering school able to read? So by the time Elana is ready for college, we might see Head Start children all across the country really ready to learn!”

STEP 2. WORKSHEET: CASE ANALYSIS



Suggested time: 20 min.

Purpose: To begin to address the issues raised in The Region case.

Part I (10 min.) Answer the following questions on your own. Feel free to refer to 1–C and 1–D, the two staff-development and training activities, or to any of the individual development activities. The skill-building activity associated with each question is indicated in parentheses.

1. What kind of feedback should Hector use in responding to Doug—evaluative, prescriptive, or descriptive? Explain your choices. (1–E, Individual Development: Giving Feedback)

2. What knowledge and skills that Doug already has can Hector build upon? (1–F, Individual Development: Developing Learning Plans)

3. In what ways can Hector support Doug in learning more about Head Start? (1–C, Staff Development and Training: New Staff Orientations, and 1–F, Individual Development: Developing Learning Plans)

4. What other staff people in *your* regional office would you connect Doug with? What kinds of tasks could they work on together? (1–C, Staff Development and Training: New Staff Orientations, and 1–F, Individual Development: Developing Learning Plans)

Part II (10 min.) Reconvene as a group or pair up with another participant to discuss your answers. Invite participants who have completed relevant skill activities to share their insights.

Stop! Please complete the Step 2 Worksheet
before turning the page.

STEP 3. WORKSHEET: DEFINING TRAINING PRIORITIES



Suggested time: 30 min.

Purpose: To give participants a chance to apply what they have learned about preparing an orientation plan for new staff.

Part I (20 min.) Before their first meeting, Hector completed a New Staff Orientation Plan for Doug, using the tools provided in 1–C, Staff Development and Training: New Staff Orientations. Given what you know about Doug and the skills and knowledge that program specialists need, complete the New Staff Orientation Plan (on the next page). The Orientation Checklist and the Skill and Knowledge Grid for Federal Head Start Program Specialists also follow for your review.

Note: If you prefer, you can develop an orientation plan for a new employee in your own organization.

Part II (10 min.) Pair up with another person, choosing someone who has done a plan for the same staff person if possible. Discuss the similarities and differences in your plans.

NEW STAFF ORIENTATION PLAN

Employee name: _____

Start date: _____

Initial Activity	Manager/Staff Responsible	Date to Be Conducted	Total Time Allotted	Date Completed	Comments

ORIENTATION CHECKLIST

- ___ 1. Provide essential resources and materials
 - ___ Mission, values, and philosophy
 - ___ Program guidelines and standards
 - ___ Program procedures
 - ___ Organizational chart
 - ___ Job description
 - ___ Employment policies
 - ___ Other
- ___ 2. Review job description and performance expectations
- ___ 3. Review work schedule (including lunch breaks and procedures for signing in or out)
- ___ 4. Review payroll policies and procedures
- ___ 5. Review key administrative policies and practices
 - ___ Requests for leave
 - ___ Holidays
 - ___ Vacations
 - ___ Dress code
 - ___ Office appearance
 - ___ Regular report submission
 - ___ Conduct and discipline standards
 - ___ Health and emergency procedures
 - ___ Time sheet procedures
 - ___ Office security
 - ___ Ordering of equipment and supplies
- ___ 6. Conduct introductions to immediate co-workers and other key staff
- ___ 7. Review standard meetings to attend

Meeting	Purpose	Date/Time

- ___ 8. Conduct tour of program and organization facilities
 - ___ New employee's office
 - ___ Supervisor's office
 - ___ Other key staff offices
 - ___ Meeting rooms
 - ___ Classrooms
 - ___ Kitchen and eating areas
 - ___ Restrooms
 - ___ Parking facilities
 - ___ Emergency exits
 - ___ Library
 - ___ Supplies and storage areas

____ 9. Review and demonstrate critical equipment and systems

____ Computer and printer	____ Project software
____ Telephone(s)	____ Voice mail
____ Fax(es)	____ E-mail
____ Photocopier(s)	

____ 10. Present initial job assignments

_____	_____
_____	_____
_____	_____

____ 11. Schedule or assign additional training

____ 12. Plan and schedule special events

____ Lunch with program or organization director

____ Breakfast or lunch with co-workers

____ _____

____ _____

____ 13. Other

____ _____

____ _____

____ _____

HANDOUT: SKILL AND KNOWLEDGE GRID FOR FEDERAL HEAD START PROGRAM SPECIALISTS



Skills and Knowledge Needed¹

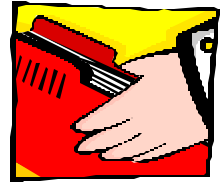
(Please note: skills and knowledge are listed only once
but may apply to more than one category)

	Previous Training or Experience	Demonstrated Skills and Knowledge	Additional Training Needed
Team Skills and Knowledge <ul style="list-style-type: none"> ▪ Listening ▪ Giving and receiving feedback ▪ Conflict resolution ▪ Decision-making 			
Leadership Skills and Knowledge <ul style="list-style-type: none"> ▪ Delegation ▪ Supervision (of review teams) ▪ Group facilitation ▪ Individual development ▪ Career development knowledge 			
Technical Skills and Knowledge <ul style="list-style-type: none"> ▪ Knowledge of Head Start history, values, and regulations Funding <ul style="list-style-type: none"> — Data analysis skills — Planning skills — Cost-benefit analysis — Negotiation skills Ongoing Monitoring <ul style="list-style-type: none"> — Knowledge of human resources — Knowledge of organizational behavior — Evaluation skills Program Reviewing <ul style="list-style-type: none"> — Pre-review planning — Interviewing and questioning — Performance observation — Team meeting facilitation — Understanding of multiple modes of inquiry — Understanding systems support services — Writing skills — Understanding of essential elements of a finding and knowledge of HSMTS Serving as a Spokesperson <ul style="list-style-type: none"> — Presentation skills 			

¹ Adapted from a chart prepared by the Federal Staff and Staff Development Work Group.

	Previous Training or Experience	Demonstrated Skills and Knowledge	Additional Training Needed
<i>Training</i> <ul style="list-style-type: none"> — Knowledge of adult learning principles — Training and development techniques — Presentation skills 			
Administrative skills <ul style="list-style-type: none"> ▪ Computer skills <ul style="list-style-type: none"> — Word processing, E-mail, Head Start software ▪ Records management ▪ Knowledge of travel policy ▪ Other 			

STEP 4. HANDOUT: THE REGION (SCENE 2)



Suggested time: 5 min.

Read Scene 2, then go on to the following Worksheet and Handout.

Hector and Doug's discussion gets interrupted by another staff person, who welcomes Doug to the Head Start unit. Hector is grateful for the break; he wants time to think about how to bring Doug's thinking more in line with what Head Start knows about child development without crushing Doug's enthusiasm about his new job. He realizes that Doug is in a tough position; in a few months he will need to lead a monitoring team. Although no one expects that he will acquire 30 years' worth of Head Start knowledge in a few weeks, Hector wants to help Doug acquire enough information to be credible with his grantees and the monitoring team. He decides to meet with Doug later in the day and try to convey one main message.



STEP 5. WORKSHEET: GIVING FEEDBACK

Suggested time: 30 min.

Purpose: To give participants a chance to apply what they have learned about giving feedback during new staff orientation.

Part I (10 min.) On your own, determine the main message you want Doug to hear and write it down.

Think about the guidelines in 1-E, Individual Development: Giving Feedback.

- Consider the need for the feedback
- Whenever possible, give feedback that is solicited by the receiver
- Give no more feedback than the receiver can absorb
- Be aware of your communication style
- Consider the timing of your feedback
- Focus on specifics
- Confirm that the receiver has heard your message
- Listen to the receiver's response

Plan what you would say to Doug. Record the main points of your feedback here.

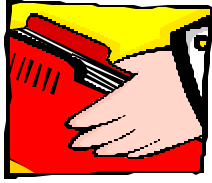
Part II (10 min.) Compare your answers with those of other group members. How are they different? How are they the same?

Part III (20 min.) Conduct a feedback role play in your group using key points from your discussion. Select two volunteers, one to play Hector, the other to play Doug. Invite the other members of the group to watch

the role play and record their observations on the handout that follows this worksheet.

As a group, discuss the feedback role play. Begin with the observers' comments, then discuss the following:

1. What is the hardest part of giving feedback?
2. What is the hardest part of receiving feedback?
3. What can be done to make giving and receiving feedback a constructive staff-development tool?



HANDOUT: FEEDBACK OBSERVATION FORM

Use this form in conjunction with the Step 5 Worksheet.

As an observer of the feedback scenarios you should look and listen for the following:

1. The situation that prompted the feedback
2. The behavior that needs to change
3. The type or types of feedback given
 - ☐ Evaluative
 - ☐ Prescriptive
 - ☐ Descriptive
 - ☐ Combination
4. The behavior of the person giving feedback, in terms of
 - Tone of voice
 - Body language
 - Use of negative or positive language
5. The behavior of the person receiving feedback, in terms of
 - Tone of voice
 - Body language
 - Use of negative or positive language
6. Reaction of person receiving feedback (defensive, apologetic, accepting, etc.)

STEP 6. WORKSHEET: PLANNING A GUIDED DISCUSSION



Suggested time: 30 min.

Purpose: To give participants a chance to apply what they have learned about using a guided discussion in training.

Part I (15 min.) Hector decides that it might be useful to hold a guided training discussion on Head Start's approach to education and early childhood development with the three new program specialists whom he mentors. He asks all three of them to review the Head Start Program Performance Standards on education and early childhood development, especially section 1304.21(a)(4)(iv), which refers to supporting literacy and numeracy development.

Read the following staff profiles and review the guidance that accompanies Head Start Performance Standard 1304.21(a)(4)(iv).

Federal Staff	
Carlos is a 25-year federal employee. He has just received a lateral transfer from the Office of Family Assistance (OFA) to Head Start. His most recent job at OFA was to monitor and provide guidance to a number of demonstration projects within the states aimed at supporting welfare reform efforts. His new job at Head Start will require that he perform similar monitoring tasks with the local Head Start grantees in his region. Carlos is totally unfamiliar with Head Start except for information he picked up during joint meetings with Head Start staff while he was at OFA. For years he has listened to tales about onsite program reviews but has never participated in one. Whenever you suggest that it is time for him to plan for his first review, Carlos changes the subject.	Brenda has worked in the Atlanta regional office of Head Start for two and a half years as an administrative assistant while working on her master's degree in public administration. She completed her degree and recently received a promotion to the position of program specialist. Shortly after her promotion, Brenda relocated to another federal office because of a change in her husband's job. She is now working with a new Head Start unit, with a new supervisor and new co-workers. During her years as an AA she learned a great deal about Head Start. She even occasionally volunteered for special activities at the Head Start center in her community. Since her hiring, several program specialists have commented on Brenda's lack of knowledge of Head Start budgets.

After reviewing the performance standard, develop a goal and learning objectives for the discussion, based on the needs of your audience.

Goal:

Learning Objectives:

Develop questions that you will use to guide the discussion. Make sure that they are open-ended and that you have included ones that

- kick off the discussion
- draw attention to important points in the reading
- foster debate
- stimulate thought
- begin a summation

Part II (15 min.) Share your questions with others in your group. Discuss other steps that Hector should take to prepare for the discussion.



STEP 7. POST-ASSESSMENT

Suggested time: 15 min.

Now that you have completed Job Performance Situation 1, this Post-Assessment will help you evaluate your competencies.

Part I

I completed the following exercises in Job Performance Situation 1:

- _____ 1-B, Case Activity: Orienting New Staff
- _____ 1-C, Staff Development and Training: New Staff Orientations
- _____ 1-D, Staff Development and Training: Leading a Guided Discussion
- _____ 1-E, Individual Development: Giving Feedback
- _____ 1-F, Individual Development: Developing Learning Plans

Part II

Reassess your skills in the following areas:

SKILL: *PLANNING AND IMPLEMENTING NEW STAFF ORIENTATIONS*

Rate your current skills in addressing situations in which you need to

	New skill for me		Some skill		Highly skilled
1. <i>Determine the best format for orienting new staff:</i>	1	2	3	4	5
2. <i>Anticipate and develop a plan for addressing new staff needs:</i>	1	2	3	4	5
3. <i>Design and implement an initial orientation session:</i>	1	2	3	4	5
4. <i>Engage all staff in the orientation process:</i>	1	2	3	4	5
5. <i>Link new staff orientation to ongoing staff development:</i>	1	2	3	4	5

SKILL: *LEADING A GUIDED DISCUSSION*

Rate your current skills in situations in which you need to

	New skill for me		Some skill		Highly skilled
1. <i>Prepare for leading a guided discussion:</i>	1	2	3	4	5
2. <i>Establish rapport in a one-on-one, in-house group, or workshop discussion:</i>	1	2	3	4	5
3. <i>Effectively manage a training discussion:</i>	1	2	3	4	5
4. <i>Help participants transfer what they have learned to their ongoing work:</i>	1	2	3	4	5

SKILL: *GIVING FEEDBACK*

Rate your current skills in situations in which you need to

	New skill for me		Some skill		Highly skilled
1. <i>Provide guidance to help new Head Start staff identify the knowledge and skills that are critical to their job performance:</i>	1	2	3	4	5
2. <i>Develop an open pattern of communication that allows others to express their needs comfortably:</i>	1	2	3	4	5
3. <i>Use feedback as a coaching tool during orientation of new staff:</i>	1	2	3	4	5

SKILL: *DEVELOPING LEARNING PLANS*

Rate your current skills in situations in which you need to

	New skill for me		Some skill		Highly skilled
1. <i>Determine the skills and knowledge needed for a position:</i>	1	2	3	4	5
2. <i>Assist staff in assessing their training needs:</i>	1	2	3	4	5
3. <i>Use adult learning principles to select appropriate training resources:</i>	1	2	3	4	5
4. <i>Assist new employees in developing an individualized learning plan:</i>					

Part III Use your answers to the following questions to finish filling in your Learning Plan for Job Performance Situation 1 (at the end of 1–A).

A. In which competencies would you like to continue your skill building?

B. What steps will you take to continue your skill building in these areas?

C. How can managers, your supervisor, team members, and other colleagues support you in your continued skill development?